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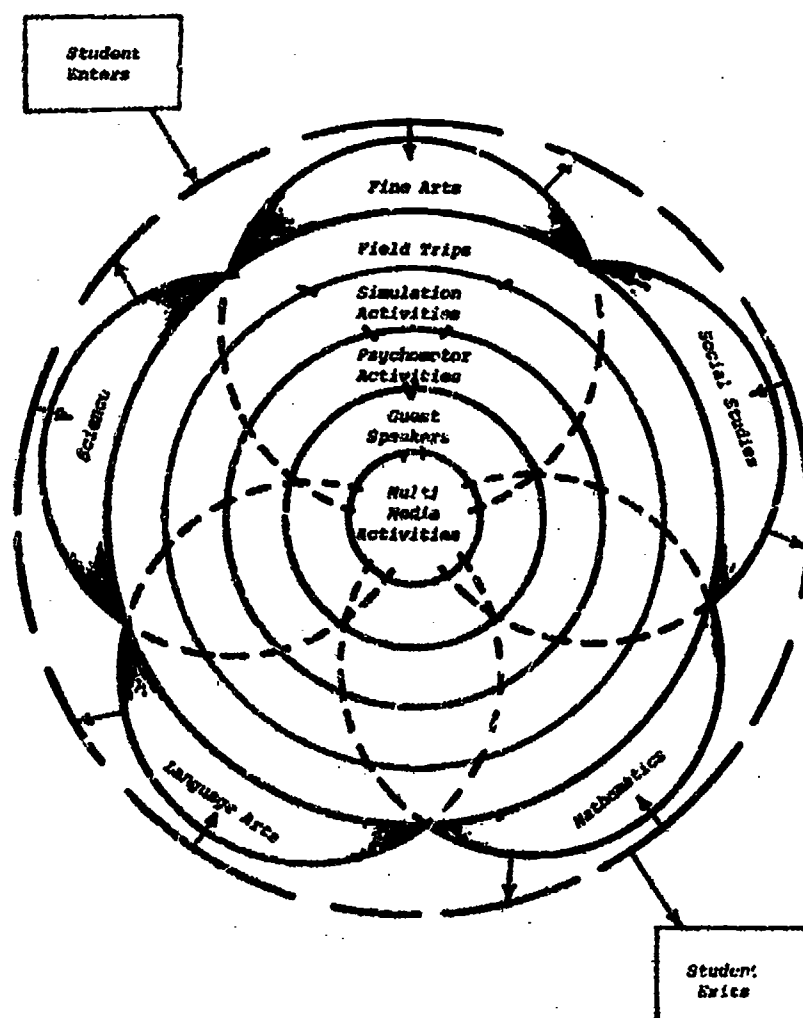
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## ABSTRACT

Developed for use in Grades 1-6, this teaching guide provides 26 resource units on career awareness. Through a process called curriculum blending (correlating or relating subject matter to occupational requirements), occupational information can be introduced into one discipline or simultaneously into more than one discipline. Arranged in a 3-column format of procedures, student activity and resources, the guide suggests teaching strategies for such units as: (1) Wonderful World of Work, (2) Working at Home, (3) Family Living, (4) Our Parents in the World of Work, (5) Clothes of Today, (6) Workers Within Our Community, (7) Protective Services Provided by Our State, (8) Crafts of Appalachia, and (9) Careers in Music. Suggested teaching techniques include field experiences, simulated exercises of cognitive, affective, and psychomotor nature, resource role models, and multi-media activities. (JS)

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# CAREER AWARENESS EDUCATION: INTRODUCTION, INSTRUCTIONAL RESOURCE UNITS, AND ANNOTATED BIBLIOGRAPHY



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## PREFACE

The sample teaching units and resource bibliography in this booklet were selected from seven publications from Project No. 1-361-0170 (Contract No. OEC-0-71-0682(361) with the consent of the authors:

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Information describing the Career Awareness Program and strategies for implementation were abstracted from a paper entitled Career Development Components in Vocational Education: A Diagrammatic Model K-12 by LeVene A. Olson.

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THE LINCOLN COUNTY MODEL

by

LeVene A. Olson

## INTRODUCTION

Educators, parents, and the public are becoming increasingly concerned about the need to provide accurate and complete information and meaningful experiences to students about occupational and educational alternatives.

Students possess a vast repertoire of behavior which reflects experiences relative to occupations and education. Many of these behaviors are based, however, on inadequate information and experiences acquired from misguided socialization agents. The process of vocational maturation has for the most part in the past come about unintentionally. Vocational maturation has occurred through incidental learning which has often been based on inaccurate or faulty information. But even with inaccurate or faulty information, the youth of today seem to possess a high degree of sophistication. Today's students do not appear to be as naive as the students of the past. Even so, thousands upon thousands of students graduate from high school each year lacking a useful education.

Changes in American society have virtually eliminated the traditional method of gaining knowledge and experience upon which attitudes and subsequent occupational decisions are facilitated. If students who comprise the emerging labor force are to be viable members of society, it is important that they be provided with the knowledge and experience upon which future occupational decisions can be based.

The need for innovative educational programs in a period of massive

technological change has long been recognized. Galbraith (<sup>Page 2</sup>The Affluent Society, p. 262) observed that youth has been excluded from the labor market partly because of the hardship of employment and partly to make way for educational opportunities. Yet, youth has not been provided with the education (at least in full and satisfactory measure) which the exemption from labor was designed to make possible.

Congress recognized the need for "new ways to create a bridge between school and earning a living for young people" by including a section on Exemplary Programs and Projects in the Vocational Education Amendments of 1968 (p. 17-18). One method of carrying out the purposes of Part D, Section 142, is to establish innovative model programs "designed to familiarize elementary and secondary school students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations.

The Career Awareness Program is based on the nature of sociological changes and the resulting ramifications for the individual in today's society, the vast technological advances which leave many (to use Toffler's terminology) in a state of "future shock," psychological theory of attitude formation and change which include the dimensions of affect, behavior, and cognition, and empirical and theoretical advances in career development.

Through a career development program, education can become much more relevant for Americans of all ages. However, administrators and teachers must be willing to: (1) move away from a regimented curriculum, (2) give up an authoritarian orientation, (3) bring the outside real world into the classroom, and (4) allow students to begin an educational experience at the point of interest and concern of the students.

### CAREER AWARENESS PROGRAM

Career awareness education is provided through the existing disciplines of social studies, mathematics, language arts, science, and fine arts. The objective of career awareness education is to provide occupational experiences that will increase student awareness of the options in the world of work.

Through a process called curriculum blending (correlating or relating subject matter to occupational requirements), occupational information is introduced in one discipline or simultaneously in more than one discipline. The study of an occupation is introduced where interest can be stimulated.

The strategies or techniques used to provide students with occupational knowledge and experiences are (1) Field Experiences in business, industry, and governmental institutions, (2) Simulated Exercises of cognitive, affective, and psychomotor nature including paper and pencil stimulation, role playing, and practical hands-on simulation, (3) Competence Development in the psychomotor domain such as painting, drawing, printing, sewing, sawing, hammering, and sanding, (4) Resource Role Models representing the family, community, business, industry, and government, and (5) Multi-media activities such as book, films, slides, visuals, audio tapes, video tapes, and organizational publications. The strategies or techniques are diagrammatically illustrated in Figure 1.



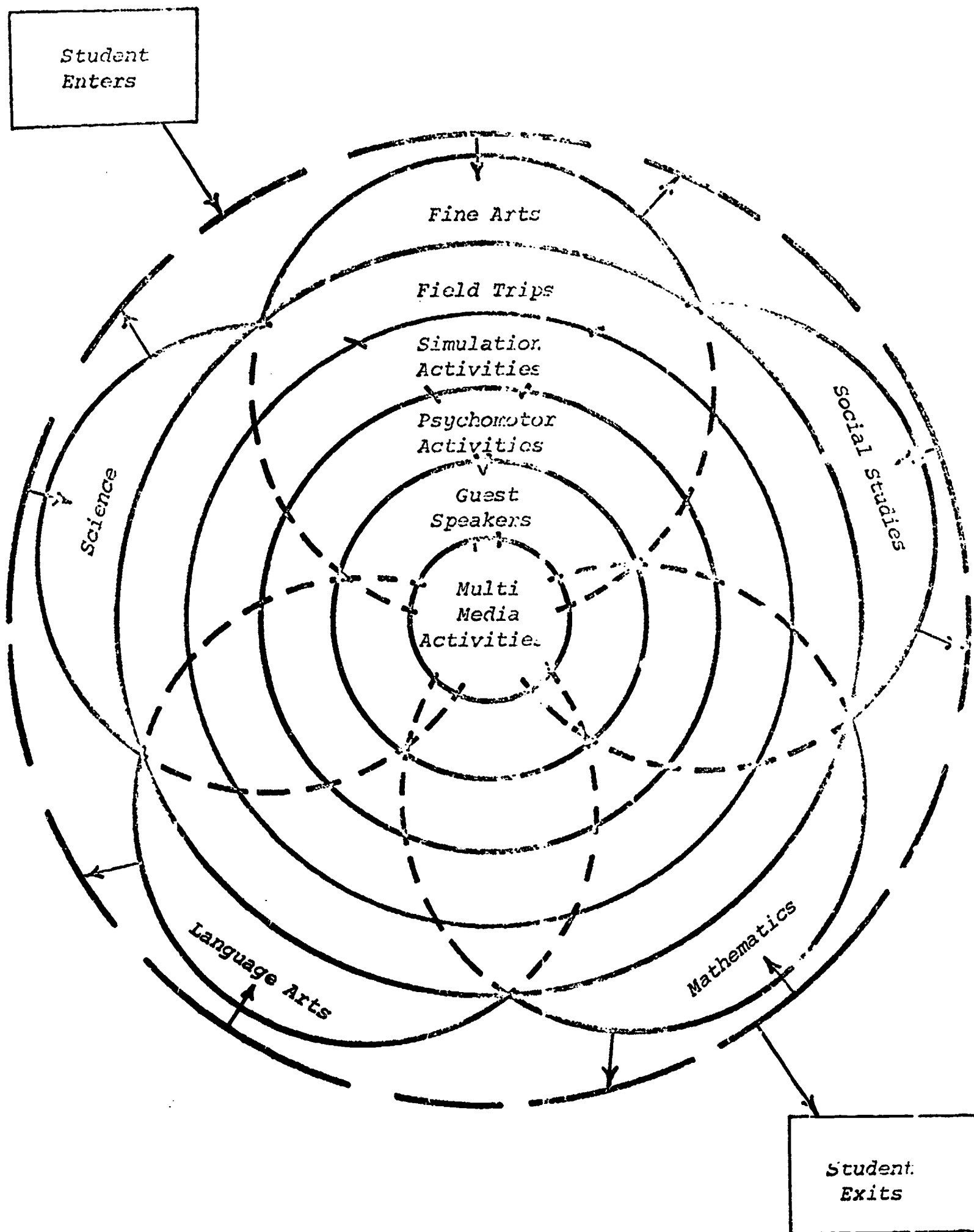


Figure 1. Career Awareness Education

## IMPLEMENTATION

The following are suggested techniques for introducing occupational clusters.

When the occupational cluster is of such a highly technological character that it is difficult to grasp the numerous occupations involved, interest may be stimulated through a field trip. For example in the area of computer science, curriculum blending through mathematics may spark an interest not only in computer science but also in the study of mathematics thus making mathematics more relevant to the students. Subsequently, other techniques can be used to complete the study of computer science in mathematics or other disciplines.

When the occupational cluster is of such a nature that the students possess knowledge of occupational roles (whether accurate or inaccurate), interest may be stimulated by role playing. The role playing may consist of acting-out occupational roles, completing a paper and pencil simulated exercise, or by being involved in a practical simulation experience (electrical wiring of a model home). The teacher and students can later compare the degree of accuracy in the first simulated exercise with knowledge gained through additional study. For example in the protective services, students will undoubtedly

feel as though they understand the role of the watchman, police officer, detective, and FBI man. Curriculum blending through social studies may be used with simulated exercises as the point of entry into the study of the protective services. Subsequently other techniques and other disciplines may be used.

Students need to begin developing manipulative competence such as painting, drawing, printing, sewing, measuring, sawing, hammering, and sanding at an early age. Because students are generally interested in manipulative activities, competence development is often an excellent entry point. An example of how this technique might be used as opposed to one of the others is as follows. In studying crafts of Appalachia, the teacher can interest the students in sewing (boys and girls) through curriculum blending in the discipline of fine arts. Additional occupational information can be provided through the other discipline using competence development and other techniques.

When the occupational cluster is of such a nature that a well known person is available for group presentations, the role model technique may be used to stimulate interest. For example in the communications industry, curriculum blending through language arts may provide the point of entry if a reporter, news announcer, etc. is available. Other techniques and disciplines can then be utilized to further develop an understanding of

the occupational cluster.

A whole host of occupational information is available to students through books, occupational briefs, business and industry displays, slides, films, visuals, audio tapes, and video tapes. The multi-media technique may prove to be the most useful approach to the introduction of an occupational cluster in the five disciplines. For example in the area of space technology, curriculum blending through the subject of science using films, tapes, etc. and existing laboratory equipment may create a lasting interest (vocational or avocational) in space technology and make science more relevant. The other techniques could subsequently be used in science or in some, all, or none of the other disciplines.

A list of the teaching units and behavioral objectives for grade levels one through six developed by the Lincoln County Project staff are as follows:

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LEVEL ONE	
Teaching Unit	Behavioral Objective
1. Wonderful World of Work	To recognize the many job clusters as they relate to the world of work in career awareness.
2. Working at Home	To name the different kinds of activities that people perform within the family.

---

3. Family Living	To identify the basic occupational skills used in the different activities within the family.
4. Our Business Experience in the World of Work	To identify from first hand knowledge a basic awareness of an occupational area as it relates to the world of work.
5. Contributions Toward My Education	To simulate occupations of other people whose careers have made it possible to attend school.
6. Our Parents in the World of Work	To compile a knowledgeable bibliography of parental occupations as it relates to the world of work.

## LEVEL TWO

Teaching Unit	Behavioral Objective
1. Away We Go	To acquire a knowledge of how important the airplane is in our everyday living.
2. What Is a Farmers' Market	To acquire an intrinsic value of the agriculture movement through the practical application of farming methods.
3. Clothes of Today	To develop a positive working experience toward the understanding of clothing.
4. Our Home	To incorporate into career awareness a more in-depth understanding of a particular occupational task or product.

## LEVEL THREE

Teaching Unit	Behavioral Objective
1. Choo Choo Train	To stimulate awareness of job services provided in community careers.

2. Workers Within Our Community	To formulate a workable model of the various occupations within the community, correlating skilled and unskilled workers, emphasizing the importance of training and education.
3. The Staff of Life	To construct a workable model of an occupation using working activities of that occupation through role playing or dramatization.
4. Supermarkets Serve People	To utilize knowledge in developing competent job interview techniques related to existing jobs within the community.

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LEVEL FOUR

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Teaching Unit	Behavioral Objective
1. Opportunities in our State	To name the many occupations and job skills that are available to the student within the state.
2. Black Gold	To comprehend the vastness of our natural resources as related to the economic prosperity of the nation by focusing on the coal industry.
3. Rainbow of Color	To become aware of the glass industry in developing an awareness of and an appreciation for the industry's vocational techniques as related to existing jobs within the state.
4. Protective Services Provided by Our State	To do exploratory analysis of the many facets of protective services as provided by the state.

## LEVEL FIVE

Teaching Unit	Behavioral Objective
1. Individuality of Our Economic America	To examine major industries and services within the United States as they relate to different geographic regions.
2. Wonderful World As Seen Through Television	To illustrate the many different types of skills and careers used through the multi-media of communication.
3. Crafts of Appalachia	To recognize a pursuit of excellence in the arts and the preservation of our cultural heritage as it relates to Appalachia.
4. Wonderful World of Money	To analyze the structure of the monetary system.

## LEVEL SIX

Teaching Unit	Behavioral Objective
1. Communicating Through Letters	To display knowledge of the different job roles as they pertain to a career in the postal services.
2. Careers In Music	To utilize knowledge from world cultures as it relates to the social strata of our own country, state and community.
3. Around the World on an Occupational Vacation and Vocational	To evaluate the many careers as they relate to an occupational vacation of the world in relationship to career awareness.
4. Bussy Ants News	To synthesize the multi-news medium into a workable newspaper operation.

SAMPLE TEACHING UNIT

LEVEL ONE

by

Herbert B. Holstein,  
Billy J. Burton,  
Daryle G. Elkins, and  
Thomas E. Woodall



Teaching Unit  
Level One

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Title: Our Parents In The World Of Work

Behavioral Objective: To compile a knowledgeable bibliography of parental occupations as it relates to the world of work.

Procedures	Student Activity	Notes & Resources
Open ended classroom discussion of why parents work outside of the home.	As each student names reasons for parents working outside the home a list should be put on the chalkboard.	These areas should be grouped together as they relate to the students answers. eg. transportation, factory, business, and etc.
Prepare bulletin board of parental occupations.	Collect pictures of people doing different work in broad areas as it relates to student's response.	This could be expanded as it relates to many areas of career awareness.
Film strips could be shown effectively as to the types of occupations which parents perform outside	Classroom discussion on the film strip.	All students should participate in this climatic endeavor. Time will vary.

the home

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Students should be encouraged to bring a toy from home to demonstrate types of occupations as related to the dignity of work in career awareness.

Any toy that they bring can be used to utilize awareness of the world of work. All of this should be open-ended.

Use these toys for show and tell demonstrations by the students.

This could be highlighted by imitating the role of the father in the community.

Role playing to show their parents occupation in the world of work.

Role playing can be used effectively. Students may put on a hat, apron, gloves, or anything to demonstrate to other class members why and what kinds of occupations are performed.

Puppet playmates, costumes, etc.

Students role play parents coming to school

Students ask each other questions about different occupations their parents perform.

(cont.)

Parents should be invited to come to the classroom so students can interview them as to the type of occupation they perform.

Follow up of parents visitation.

Students should be encouraged to ask questions of the parents so they can broaden their horizons as to the world of work.

Follow up study could be made with students drawing and coloring pictures of the occupations of work that parents of the students perform outside the home.

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These drawings could be bound together in an effective book so students will have a resource available for reference in the career aware-

(cont.)

Page 15

Each student will prepare for a pantomime before members of the class showing the occupation of members of his immediate family as it relates to the world of work.

Students must realize that there are choices to be made in career opportunities as it relates to the world of work.

Using materials brought from home, the students will pantomime a job as it relates to their parents working outside the home, with other students guessing as to "Who am I, and what occupation am I performing?"

Students should decide which activity is more important to the economic well being of the family as it relates to career occupation.

1. Drawings of these choices could be placed in the individual scrap-book.

ness program.

Individuality and creativity of the student should be the keynote on this unit.

SAMPLE TEACHING UNIT

LEVEL TWO

by

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Thomas E. Woodall

Teaching Unit  
Level Two

Page 17

Title: Away We Go

Behavioral Objective: To acquire a knowledge of how important the airplane is in our everyday living.

Procedures	Student Activity	Notes & Resources
Read books about air transportation and airplanes. (Brief history of early flight	Student discussion on what has been read.  Name brief discussion about mans attempts to fly, from balloons to dirigibles to airplanes.	Books:  <u>Airplanes At The Airport</u>  Stuart, Merrie  <u>Lets Go To The Airport</u>  Sootir, Laura, 1959  <u>How Airplanes Help Us</u>  McCall, Edith
Show Films and Filmstrips	Students trace famous flights on globe.	Films:  <u>Airport-Passenger Flight</u>  Academy Film  <u>Airport Series</u>  Academy Film
Contrast present day planes with the ones 20 years ago.	Make model of different airplanes.	Materials needed:  1. glue  2. pins  3. sticks  4. string  5. scissors  6. etc.

<p>Role playing of different jobs that would be involved in working around a airport.</p>	<p>Student will role play using the following occupations:</p> <ol style="list-style-type: none"> <li>1. ticket sellers</li> <li>2. travel agent</li> <li>3. information workers</li> <li>4. pilot</li> <li>5. stewardness</li> <li>6. mechanic</li> <li>7. baggage handler</li> <li>8. cook</li> <li>9. weatherman</li> <li>10. radio operator</li> <li>11. clean up people</li> <li>12. tower operator</li> <li>13. many more</li> </ol>	<p>Student should role play. A plane trip to some city in the United States involving the different occupations that would require them to start on the trip.</p>
<p>Have student bring in a model plane.</p>	<p>Let students tell how this model plane works.</p>	
<p>Resource Person</p> <p>e.g.</p> <ol style="list-style-type: none"> <li>1. pilot</li> <li>2. airport manager</li> <li>3. airforce person</li> </ol>	<p>Prepare questions to ask the resource person.</p> <p>e.g.</p> <p>Explain how an airplane is flown, landings, and takeoffs.</p>	<p>Question to ask:</p> <p>e.g.</p> <ol style="list-style-type: none"> <li>1. education required</li> <li>2. duties</li> <li>3. inside work</li> <li>4. safety factors for pilots</li> </ol>

5. control towers
6. safety lanes
7. proper weather forecasting.

Dramatic play.      Student have play  
on control tower to  
pilot.

Committee work.	Boys will be interest-	Draw picture of
Student can in-	ed in the different	different military
quire and report	types of planes used in	planes pointing out
on how pilots are	the airforce.	main characteristic
trained.		of the different
		types of planes.

Make a list of  
terms used in  
air travel and  
airplanes  
activities.

Can later be add-  
ed to by other modes  
of travel.

Divide students	Make scrapebook show-	Later can be add-
into groups	ing different types of	ed to by other modes
(2-3) people.	planes, job description,	of transportation.
	and other pertinent	
	information they would	



	know about visiting an airport.	paris or salt and flour or clay mixture involving every child.
General discussion.	Student tell what jobs they would like to perform and why?	
Who am I game.	Student will role play different jobs that they saw at the airport and other students will try to guess who they are.	Rainy day activity or any free time period.
Safety rules.	Student name safety rules that they think would be helpful at the airport.	Teacher list these on chalkboard correlate with penmanship by letting students copy from the board.
Write imaginary trip through space or as a pilot of an airplane.	Start a theme or story on a trip that they would take. Should have the following: starting time	Correlate with English.

1. buying of ticket
2. people involved
3. what they saw
4. return trip
5. length of trip

Ask student  
how airplane ef-  
fects the inter-  
dependence of  
people in the  
community, State,  
Nation, World.

Resources

Film and filmstrip

Airport-Passenger  
Flight 17 minutes

Academy Film

Airport Series (1953)

40-50 frames  
Academy Films

Books

Airplane At The  
Airport

Sturat, Merrie

Let's Go To An  
Airport

Gootin, Laura 1959

How Airplanes Help Us

McCall, Edith

I Want To Be A Pilot

Green, Clara  
Childrens Press

Free and inexpensive  
materials:

Cressna Aircraft Co.  
Air Age Ed. Division  
P.O. Box 1521  
Wichita, Kansas 57201

SAMPLE TEACHING UNIT

LEVEL THREE

by

Herbert B. Holstein,  
Billy J. Burton,  
Daryle G. Elkins, and  
Thomas E. Woodall

# Teaching Unit Level Three

Title: Supermarkets Serve People

Behavioral Objective: To construct a workable model of an occupation using working activities through role playing or dramatization.

Procedures	Student Activity	Notes & Resources
Classroom discussion on why we depend upon other people for different types of services.	Diagram a large wall map locating the many areas of our country where food comes.	<p>This map could be the bulletin board focus for this unit. e.g. Celery from California, oranges from Florida.</p> <p>This activity could be correlated with Social studies.</p>
Preparing foods for shipment.	<p>How it is prepared for shipment could be done in a group activity</p> <ol style="list-style-type: none"> <li>1. packing</li> <li>2. sorting</li> <li>3. cleanliness</li> <li>4. inspection</li> <li>5. crating</li> <li>6. frozen</li> <li>7. fresh</li> <li>8. etc.</li> </ol>	<p>This could be correlated with Health and Science classes.</p>

(cont.)

Shipping  
foods from the  
supplier to  
the consumer.

Types of shipment  
for different types of  
food.

1. Air transportation
2. Rail freight transportation
3. Tractor trailer transportation
4. Ship transportation
5. etc.

This could be  
tied together with  
the transportation  
aspects of social  
studies.

Explain law  
of supply and demand.

A. Food article  
plentiful

B. Food article  
scarce

Students could  
figure cost on same  
article that is  
purchased locally  
in the summer time  
and one shipped in  
during the winter  
time.

e.g. tomatoes  
corn  
strawberries

Implement  
student knowledge  
with the showing  
of filmstrips

As it relates to the  
different occupations  
they would expect to  
see being performed in  
a supermarket.

Jam Handy Company  
The Grocer

Edu-Craft  
The Supermarket

(cont.)

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	<b>A. Students taking notes concerning film strips.</b>	
<b>From classroom discussion of the filmstrips.</b>	<b>Discuss some of the facets that an ongoing business encounters and the many types of occupations that are available as seen in the filmstrips.</b>	<b>Students should be encouraged to reach newer avenues of learning through self expression.</b>
<b>Plan for classroom visitation of a resource person.</b>	<b>Students plan types of questions and pertinent information that they want to know about after the oral presentation of the resource person.</b>	
<b>Resource visitation</b>	<b>Question and answer session.</b>	
<b>Write up visitation</b>	<b>Students could use creative expression to write up the visitation of the resource person.</b>	<b>Correlate this with English class.</b>

(cont.)

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Mock inter- view with em- ployees that students may come into con- tact with on the field trip	Mock interviews should be done in the class before the field trip visit so that the stu- dents will be familiar with some of the dif- ferent careers as they relate to vocational awareness.	Time should be spent here so that each student will be aware of things to be looking for on the field trip thus creating and producing a greater learning experience.  Each student should have practice in asking questions in the interview for the place that they expect to visit.
Tape the mock interview.	Point out strengths and weaknesses of the interviews through classroom discussion.	Play back inter- views so that a learning experience can be gained by all the students.
Initiate a field trip to a super- market.	Class discussion of what they hope to ac- complish as an outcome of the field trip.	

(cont.)

<p>Finalize plans and procedure for the field trip e.g. student behavior and awareness of ideas and careers to be looking for.</p>	<p>Visit a local business which has an important role in the community. Students talk to several of the employees.</p>	<p>The field trip to a business establishment should be taken with ample time given so that students can gain insights into the different areas of the vocational world of work as it relates to career awareness. e.g. No matter how menial the job may seem, it has dignity if it is being done well.</p>
<p>Follow up discussion of all that they saw and did on the field trip.</p>	<p>Open ended discussion should follow with ample time being given to comprehension and awareness of what they saw and the experiences that they had during the trip.</p>	



A list of the people they met and their job description as it relates to the world of work.

Students list types of occupations they saw being performed while on the field trip and a job description as it relates to the world of work.

e.g. cashier  
stock boy  
manager.

Correlate this with spelling.

Initiate the writing of a theme

Writing theme on field trip experiences

Theme could be used as a measurement of the students comprehension of the activities observed during field trip.

Conduct dramatization after the field trip

Role playing of various occupations that the students observed during the field trip will broaden their preception to the many different facets of the world of work.

Correlate this with English.

e.g. cashier  
pricer  
checker  
carry out  
produce manager  
meat manager  
buyer

Types of role  
playing

Students could assume different job roles they saw during the field trip.  
Guess "Who Am I" "What Do I Do"

Write thank  
you notes to  
the place  
they visited  
on the field  
trip.

Students would write their own personal thank you letters which should be sent to the business in which they visited.

Correlated with penmanship, English, and spelling.

Bring in  
labels that  
are found on  
different  
items which  
were pur-

Classroom discussion as to why certain foods are healthy and others are not.

This could easily be correlated into the area of health.

chased from  
the super-  
market that  
the student  
has within  
their own  
home.

Health  
charts could  
be made to  
emphasize  
what healthy  
foods are and  
others to  
show what it  
looks like to  
have unhealthy  
foods.

Project  
idea for class  
discussion of  
stimulating  
some activity  
in relation-  
ship to the  
field trip.

Make health charts  
using food labels  
which students brought  
in. The students should  
work in groups.

Classroom discussion  
as to the type of pro-  
ject and the detail  
that they want to get in  
involved in.

These labels  
could be used to  
prepare an attractive  
bulletin board.

Showing healthy  
foods as correlated  
with health and  
science classes.

This could range  
from the simple to  
something elaborate.

Due to the grade  
level, it is sug-  
gested that it be  
kept to something  
simple; yet it

Discussion  
of the mater-  
ials that  
they would  
need for the  
ongoing pro-  
ject.

Encourage  
the sharing  
of responsi-  
bility so that  
all students  
will be in-  
volved in the  
indepth pro-  
ject.

Classroom  
discussion of  
the various  
activities  
that can be

Classroom discussion  
as to what they will  
need and why they will  
need certain materials  
to build the model.

Students should dis-  
cuss what they will do  
with the materials and  
how they will put it  
together to make a  
meaningful experience  
in the world of work.

Simple themes could  
be done here as to why  
the student wants to  
be in certain areas.

could involve  
other areas of  
study in the cur-  
riculum.

Before this is  
tried be sure to  
get the principals  
permission.

Students should  
be encouraged to  
share certain  
responsibilities  
as it relates to  
the class project.

Correlate with  
English as the stu-  
dents could por-  
tray different  
types of occupa-

(cont.)

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carried on  
within the  
classroom.

Group lead-  
ers of the pro-  
ject should report  
should report  
their findings  
as to things  
that they will  
need to make  
the project a  
success.

List materials need-  
ed on the chalkboard.

1. paper
2. pencils
3. plywood
4. paint
5. nails
6. hammer
7. saw

tions as they work  
in their model.

Time will vary  
in this as to the  
depth of the pro-  
ject, but it should  
be an on-going ex-  
periment which is  
open ended.

Complete  
construction of  
the project.

Have students doing  
different parts or  
responsibilities dur-  
ing this phase.  
e.g. some saw, some  
paint, some make signs  
some measure and etc.  
e.g. students discuss  
everything that is  
being done in class  
because this is a hands  
on learning experience.

Give suggestions  
but let the students  
do the actual work  
as this is a valuable  
learning experience  
for the students.

Discuss methods for getting the activity of the project underway.	Open discussion with ideas of the student being written on the chalkboard for reference and evaluation.	Their ideas should be expanded so that the experiences of the project will be meaningful and a valuable learning experience for every member of the class.
Time schedule for student participation	Let students discuss how the project will be operated and how many it will take to operate it effectively.	All students should have equal chances to participate in the working facet of the project.
Role playing during the hands on activity.	Students assume roles to portray during the working phase of the project. e.g. Salesman cashier stock boy inventory records produce manager	Many other occupations could be listed. These are only examples of a few.

butcher  
packers  
stock clerks  
store manager  
assistant manager  
buyer

Classroom  
discussion of  
the various  
activities  
that can be  
carried on  
within the  
classroom.

Simple themes could  
be done here as to why  
the student wants to  
be in certain areas.

Correlate with  
English as the stu-  
dents could por-  
tray different  
types of occupations  
as they work in their  
model.

Increase  
the vocabu-  
lary of the  
students as  
to the areas  
of the pro-  
ject.

Students will gain  
an overall workable  
vocabulary of terms  
and their application  
to career awareness.

Some of the terms  
to be considered are:  
packer  
cash register  
checker  
hardware  
crater  
freezer  
perishable  
price marker  
cost

(cont.)

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net  
gross  
profit  
produce  
coupons  
groceries  
storage room  
butcher  
specials  
bargain price  
supermarket  
meat market  
fish market  
vegetable market  
candy market  
bakery  
dairy store  
delicatessen store  
health foods store

Occupations to be  
correlated into  
the unit for student  
awareness could be:

store manager  
assistant manager



buyer

service manager

cashier

butcher

stock boy

produce manager

broker

salesman

accountants

truck drivers

bookkeepers

management trainee

shipping clerks

produce clerks

grocery checkers

pricer

ets.

### Resources

Nystrom----Supermarket  
Workers

### Filmstrips

The Story of Meat

The Story of Milk

The Market Town

Trucks at Work

Grocer

Butcher

The Food Store

(cont.)

Flat Pictures

The Market

Supermarket Helpers

Cash Register  
Playstone Money

S. R. A. Briefs

Produce Clerks

Stock Clerks

File Clerks

Cashiers

Routemen

Grocery Checkers

Items

Tom thumb Cash  
Register  
Grove Tex School  
Kit 100-Play  
Money

Filmstrips

Downtown-----  
Coronet

A Shopping Center---  
Coronet

SAMPLE TEACHING UNIT

LEVEL FOUR

by

Herbert B. Holstein,  
Billy J. Burton,  
Daryle G. Elkins, and  
Thomas E. Woodall

Teaching Unit  
Level Four

Title: Protective Services Provided by Our State

Behavioral Objective: To do exploratory analysis of the many facets of protective services as provided by state governments.

Procedures	Student Activity	Notes & Resources
Start this unit by asking this question, "Who protects us as citizens?"	The students should be encouraged to answer "state police" after a free exchange of questions and answers.	
Conduct a classroom discussion of the role of the policeman as he performs his job.	Use pictures of policeman on the beat, as a desk sergeant, on traffic control, as motorcycle officer, a sheriff, and working in crime labs. Include the role of the policewoman.	<u>Resources</u> Magazines, paste, stick finish art paper, ink pad and blotter.
Discussion of various police jobs and their particular functions.	Students can predict how policeman would react to various situations: a. arrest b. ticketing c. murder d. mob control	

- e. assault
- f. accident
  - 1. car
  - 2. truck
  - 3. airplane
  - 4. motor cycle
  - 5. train
- g. gambling
  - 1. dice
  - 2. horses
- h. drugs

Utilize the concept: The policeman has responsibility to the community.

Teachers could use school patrol boys as an example on the child's level of a police type of activity.

Students discuss each role, and its importance to us as a protective service.

Students create and dramatize stories about policemen.

Role playing: Role play policeman helping lost child. (Students can create other role play situations.)

Patrol boys role play their duties.

Role play duties of police and F.B.I. agents as related to different vocational possibilities within the law enforcement

Individual students tell stories.

Individual students tell of different aspects of how policemen perform this role.

Individual students perform duties they would perform in a real life job situation as a law

ment field.

enforcement re-  
presentative.

Have students  
make a scrapbook.

Students use small  
group approach in  
beginning a scrapbook  
to include relevant  
data on protective  
services.

Re-inforce the  
concept: "There  
are various jobs  
employing the  
policeman."

From research of fin-  
ger printing let stu-  
dents show how finger  
prints are used for  
identification purposes.  
e.g. fingerprint every-  
one in class.

Simple ink pad  
and typing paper.  
Students roll their  
finger on ink pad  
and then roll finger  
on typing paper.

Vocabulary de-  
velopment can be  
correlated.

Student can formulate  
a workable vocabulary  
which pertains to law  
enforcement agencies or  
departments.

Students can re-  
search and write-up  
job descriptions  
for protective ser-  
vice workers.

List regulations for  
law enforcement agencies.

- a. tests
- b. physical require-  
ments
- c. personal charact-  
eristics
- d. educational re-  
quirements

Students collect pertinent data.

Students gather information about regulations and qualifications, and discuss qualifications for various positions such as legal knowledge necessary for different jobs.

Pamphlets from the different departments to be studied should be obtained.

These could be added to the group scrapbook.

Children can enumerate occupational choices within the protective services.

Individual research can be conducted on the different aspects of protective services as related to state government and to the welfare of the citizenry.

Assign oral reports.

Student can explain the duties of the various personnel found within the protective service.

These reports could be given either individually or by a panel discussion.

Move students into a consideration of the role of the protective services in our government.

Discuss the role of a law enforcement agent in protecting the government.

Individual reports or panel discussions could be given.

Report on how each law enforcement agency protects the government.

Begin to plan for classroom interview with a selected number of law enforcement people from different governmental levels.

Class discusses various things that need to be brought out during the actual classroom visitation of enforcement persons.

Students should be encouraged to ask questions that are important to them and their interest in the unit.

Invite resource people in and conduct interviews.

Students send invitations to prospective resource people.

Interview state policemen, F.B.I. agents, sheriff and others involved in the law enforcement agencies which protect us and our government.

Have agents talk about job requirements.

Have agents explain arrest procedure, book-



ing procedures, and  
courtroom procedures.

Teacher should  
lead discussion of  
resource persons  
visitation.

General classroom dis-  
cussion of the resource  
person and his comments.

Students could do  
group or individual  
work on the classroom  
visitation such as doing  
write ups of the visit,  
including areas or  
topics that are of  
special interest.

All of this work  
could be added to  
the group scrap-  
book.

Begin picture  
collection.

Students collect and  
share pictures of var-  
ious law enforcement  
agents in a dangerous or  
threatening situations.

Current magazines,  
newspapers in which  
pictures and articles  
are included.

Student volunteers  
research and present to  
the class statistics of  
law enforcement officers  
dying in the line of  
duty.

Both the picture  
collection and this  
report could be  
added to scrapbooks  
after presentation.

Teacher initiates current events scrapbook.	Current event scrapbook could portray state policemen as they perform their roles in carrying out their job.
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Field trip to the State Police Center at Dunbar or State Police Crime Laboratory at South Charleston.	Students to observe various state police agents at their specific jobs or training activities. Students list reasons for various training activities.	Students should observe good manners and common courtesy while on the field trip.
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Explain different training demands of each job.

Observe special training components within training center and crime lab.

Discuss skills that need to be attained to do an effective job in the various areas.

Observe the practice of marksmanship on the target range.

These visits can be correlated with films on each area.

Visit:

Ballistics Laboratory  
 Identification Laboratory  
 Civil Disturbances  
 Blood Sampling  
 Espionage Techniques  
 Wire Tapping  
 Narcotics  
 Stolen Property  
 Interstate Traffic  
 within and between  
 states

Films may be acquired from Superintendent of State Police or F.B.I., Washington, D.C.

Class returns to school and discusses field trip.

Students hold classroom discussion of things they observed and saw during the field trip.

Teachers assign students to write a theme on the field trip experiences.

Students to write up their visual perceptions and interpretations resulting from the field trip.

This could be done on an individual or group basis and added to the scrapbook or put on the bulletin board. This could be correlated with English and Science classes.

Implement role playing.

Role playing: Students practice some of the training activities observed in the field trip through role playing and dramatization.

This could be easily correlated with their Physical Education period.

Construction of a bulletin board:

- Bulletin Board:
- a. stages of training
  - b. pictures
  - c. student drawing

This activity can be easily correlated with Art.

Suggest training act for patrol boys and girls within the class.

Story writing:

Students real and fantasy stories about jobs they observed on the field trip.

This could be correlated with English and Spelling classes.

Class discussion of the economic and social values of the law enforcement agencies to the community.

Discuss the role of each law enforcement agency in the protection of economic interests.

Discuss ways in which each law enforcement agency generates a feeling of security in our

This could be done emphasizing the cost of crime and showing that certain crimes are on the increase.

community, state and nation.

Students do a show or write a description of the economic values which his family derives from having efficient law enforcement within the community.

Students could be encouraged to talk with business leaders of the community as to how they see police protection helping their business. This information would give students a frame of reference from which to draw conclusions as to valuable economic reasons for competent law enforcement.

Discuss others who help directly and indirectly in the efficient performance of protective services.

There are certain systems and auxiliary personnel that support the enforcement personnel in each law enforcement agency:

- a. lab technician
- b. data collectors

- c. data processors
- d. dispatchers
- e. clerical helpers

Show pictures of these various supporters at their jobs.

Develop job description of each supporter as it relates to a phase of protective service.

List qualifications for each of the supporting services (personal and academic).

Write stories about how these areas are supportive of the law enforcement agencies in our community.

Involve students in understanding how protective services can work in our school.

Write safety rules for the classroom and the school.

Formulate punishment for various infractions

May be obtained from pamphlets and booklets from Superintendent of State Police.

This activity could be related to English class.

With cooperation of the principal,

of school rules committed by students.  
e.g. running in hall,  
pushing other students.

the students could participate in making a set of school rules to be carried on within the school.

Be a volunteer hall policeman and note types of activity being performed by other students.

Observable infractions of school rules could be reported to the class.

Help students create a detective problem in the school or classroom.

Set up a situation where the students will do detective work.

- a. Keeping notes of what they do.
- b. Talking with other people.
- c. Examine facts.
- d. Reporting findings

Differentiate between reporting, squealing, and tattling.

Aid students in setting up crime laboratory.

Things to be included:  
1. finger printing equipment

2. simple communicators
3. radio
4. walkie talkie
5. radio frequency
6. wanted posters
7. types of alarms
8. drivers license
9. mug shot of each student

Role play different people within the police laboratory.

Students should be familiar with each role and duty that they portray. Suggested list of roles are:

1. patrolman
2. motorcycle policeman
3. crime technician
4. radio dispatcher
5. policewoman
6. detective
7. crime investigator
8. narcotics investigator
9. juvenile officer
10. recorder and record keeper
11. secret service agent

Members of the class could assume the different roles as they relate to police work. Students could demonstrate their duties as they perform their individual role.



12. desk sergeant
13. vice squad
14. lab technician
15. artist

Have students  
build bulletin  
board.

Create a bulletin  
board or large mural  
showing the phases of  
protective services at  
work.

Correlate with  
Art class.

Display:

Display equipment  
used by protective  
service people in their  
daily work.  
e.g. picture of guns,  
hand cuffs, cars, siren,  
night stick.

Other areas of  
Protective Services  
that could be stud-  
ied in conjunction  
with this unit are:

1. Fire Department
2. Safety Procedure
3. Water Consumption
4. Sewage Disposal  
Systems
5. F.B.I.

6. Health Standard  
for Public  
Employees
7. Car Inspection  
Agencies (laws)
8. Weights and  
Measures (in-  
spection servic
9. Coast Guard
10. Border Patrol
11. National Guard
12. Air Line  
Marshalls
13. U.S. Marshalls
14. Driver Safety
15. Legal Aspects
  - a. Judges
  - b. Lawyers

Resources

paper

colored chalk

crayons

paints

soap

cardboard

aluminum foil

motors (simple)

bells

switch

ink

ink pad

newspapers

SAMPLE TEACHING UNIT

LEVEL FIVE

by

Herbert B. Holstein,  
Billy J. Burton,  
Daryle G. Elkins, and  
Thomas E. Woodall

Teaching Unit  
Level Five

Title: Wonderful World of Money

Behavioral Objective: To analyze the structure of the monetary system.

Procedures	Student Activity	Notes & Resources
<p>This unit could be started out with two simple questions</p> <ol style="list-style-type: none"> <li>1. How many of you students have some form of money on your person?</li> <li>2. How many of you students have ever spent some form of money?</li> </ol> <p>Ask general question of entire class as to how many of them would like to know more about our monetary system.</p>	<p>As the students raise their hands put the number down on the chalkboard.</p> <p>Same procedure for questions one and two.</p> <p>Put student response on the board.</p>	<p>Include all students within the class discussion.</p> <p>In fact, some students may wish to tell some ways in which they have earned money such as baby sitting, mowing lawns, delivering papers, and etc.</p>

Divide class into groups.  
Group activities to focus on the overall aspects of our monetary system.

Panel discussions.

Functions money performs.

Give each student a certain amount of money.

Groups could do the following:

1. History of money
2. Definition of money
3. Kinds of money
4. Substitutes for money
5. Value of money
6. Importance of banks

The groups could report their findings to the entire class using panel techniques.

Class could be divided into four groups so that they could become active in pointing out different functions that money performs through role play situations.

Students use play money to simulate the activities and to make this a more meaningful learning experience.

Encyclopedias

Panel should be a free exchange of information and ideas with all students involved.

Role play here would create an awareness of such different aspects of money use as buying and selling.

Money Kit of play money.

Divide the class into four groups so that each group can represent one of the four major functions that money performs.

The four groups should focus on money as:

1. Medium of exchange

This group could do activities such as trading or exchange of goods and services.

Correlate with social studies.

2. Standard of values

This group could do activities as understanding the total worth of an article in terms of their money's buying potential.

Correlate with math.

3. Storehouse of value

This group could be saving or keeping their articles or money for a time when it is needed.

Correlate this with social studies.

4. Standard of payment

This group could be the borrowers but would have to pay back what they borrow plus interest.

Correlate with math.

Focus on where our money comes from and how it is made.

Discuss the making of money at the United States Mint.

Generate further interest in money by discussing numismatics, the study or collection of coins, paper, and other forms of money.

If any students in the class have a coin collection ask them to bring some or all of it to class and show it to the other students.

This could create interest in the different types of money that the United States uses today in comparison to yesterdays money.

e.g. silver dollar  
barber dime  
trade dollar  
buffalo nickel  
two cent piece

Student research on different topics.

These topics should be related to the entire class.

1. National Bank (local)
2. State Bank

Use encyclopedias for source materials

Visit local bank to obtain data.

3. Federal Reserve System
4. Savings Banks
5. Trust Companies

Students create display on large wall map.

Students could mark off the areas of the Federal Reserve System.

Correlate this with geography and history.

Students diagram flow of currency.

Students diagram how money travels from the United States Mint to a local bank.

This could be done through the use of maps, consisting of National, State, and local areas. This could be correlated with social studies.

Invite resource speaker such as the local banker to come to the class.

Students plan for the visit of the resource person.

Students plan questions that they want to ask the resource person during the discussion period that will follow the presentation.

Emphasis should be on the different types of occupations that the resource person spoke of while visiting the class.



Write up  
visitation.

Students write their  
impressions of the  
discussions and expla-  
nations of the resource  
person.

This activity  
could easily be  
correlated with  
English, using  
the theme approach.  
Occupations used  
could be many,  
but should stress  
writer, editor,  
literary critic,  
etc.

Plan field trip  
to a local bank.

Visit local bank.  
Students should be  
encouraged to visit  
its many different  
areas and departments  
and observe its various  
activities.

Bank departments  
which the students  
should visit and  
study are:

loan department  
business department  
saving's department  
checking department  
secretarial  
bookkeepers  
cashiers  
tellers  
bank vault  
safety deposit boxes  
different types of  
business equipment  
forms for doing  
business  
guards  
safety devices  
etc.

Classroom discussion and analysis of the field trip.

Discussion should focus on the field trip and the many types of activities that the students saw and observed.

Summary and analysis of field trip perceptions.

Students write down on the chalkboard all activities and different machines which were being used during their visit.

Correlate this with spelling.

Report writing.

Students could write a report relating their field trip experience.

Correlate this with English.

Plan and carry out simulated banking activities.

Student activities could be some of the following:

1. writing checks
2. filling out deposit slips
3. savings slip
4. savings account passbook
5. figuring interest on savings
  - a. daily
  - b. monthly
  - c. quarterly
  - d. yearly

Many of these materials (check books, deposit slips) can be obtained

from any local bank

All of the banking activities can be correlated with math.

Discuss reasons people borrow money.

Fill out loan payment books.

Emphasize necessity of keeping accurate records.

Preparing deposits.

6. compound interest on savings accounts
7. loaning money for personal reasons
8. forms of collateral
9. payment book
  - a. car payment
  - b. house payment
  - c. television payment

Discuss value of record keeping in class.

Some important points:

1. prevents duplicate payment of bills
2. for income tax purposes
3. planning a family budget
  - a. weekly
  - b. monthly
  - c. yearly

Sorting and preparing money for bank deposits.

- a. pennies
- b. nickels
- c. dimes

Importance of credit rating should be interwoven into this area.

Through the co-operation of the principal, the students guided by the teacher could count money from some school activity or from the hot lunch program.

This activity would give the students pertinent information on how money is sorted and rolled. Students could also make up the deposit slips.

From classroom discussion make sample budgets.

Students could learn to make their own personal budget as to the amount of time spent per activity and the amount of money that would be involved.

From this the students would learn to plan ahead. This should be done on a sound financial basis.

Encourage the students to start a savings account.

Plan and start a savings account if possible.

For educational purposes, most banks will lower their amount of mandatory deposit for starting a savings account.

This should be discussed with officials of the

Set up a model of a bank safety deposit box system.

Safety deposit boxes could be numbered.

bank before hand so that student planning and involvement can go along with the physical policy of the bank involved.

Use shoe boxes, rent them out for various time periods to different student:

Give students time to visit the boxes at planned intervals. Students would be at liberty to put articles into them such as scissors, glue, tape, paper, and etc.

Set up rules for depositing and withdrawal of items from safety deposit boxes.

Make forms to use in depositing and withdrawal of items.

Should the need arise for student to visit the safety deposit box, he could sign form similar to that

Compile list  
of banking oc-  
cupations or  
careers.

Students list as  
many careers as pos-  
sible that are connect-  
ed to or related to  
the banking industry.

which the banks  
use. This would  
encourage the  
keeping of ac-  
curate records.

Certain students  
within the classroom  
could be elected to  
be in charge of  
the boxes.

Below is a  
partial listing.  
Most students can  
come up with a  
much better list.

Banking occupation  
as it relates to-  
ward becoming a  
cashier:

1. mail teller
2. savings teller
3. collection teller
4. assistant head teller
5. head teller
6. assistant cashier
7. cashier

Banking occupation  
as related to clerical  
positions:

1. sorting clerk
2. account analyst
3. machine operator
4. clearing house clerk
5. assistant transit department
6. manager transit department

Banking occupations

as related to the

area of bookkeeping:

1. machine operator
2. audit clerk
3. bookkeeper
4. assistant book-keeper
5. accounting clerk
6. balance clerk
7. payroll clerk
8. supervisor

Banking occupations

related to Data

Processing Positions:

1. sorting machine operator
2. keypunch operator
3. verifier operator
4. programmer
5. supervisor of computer operation

Banking occupations

as related to secre-

tarial positions:

1. typewriter operator
2. clerk-typist
3. typist
4. stenographer
5. administrative secretary

<p>Indepth study.</p>	<p>Students could do indepth study as to the requirements for the different occupations.</p> <ol style="list-style-type: none"> <li>1. education</li> <li>2. salary scale</li> <li>3. job description</li> <li>4. etc.</li> </ol>	
<p>Role playing.</p>	<p>Different students could role play different occupations with other students guessing "Who am I?"</p>	
<p>Prepare bulletin board.</p>	<p>Students could make an attractive bulletin board showing the many phases of banking as related to the world of work.</p>	<p>This could easily be correlated with art.</p>

#### Classroom Resources

pencils  
 paper  
 tape (scotch)  
 tape (masking)  
 money kit  
 encyclopedia  
 magazines  
 checkbooks  
 deposit slips  
 savings books  
 coin wrappers  
 shoe boxes



SAMPLE TEACHING UNIT

LEVEL SIX

by

Herbert B. Holstein,  
Billy J. Burton,  
Daryle G. Elkins, and  
Thomas E. Woodall

Teaching Unit  
Level Six

Title: Around The World On An Occupational And Vocational  
Vacation

Behavioral Objective: To evaluate the many careers as they relate to an occupational vacation of the world in relationship to career awareness.

Procedures	Student Activity	Notes & Resources
Teachers play records to class.	Students name cities and countries that are named in the record.	<u>Around the World in Eighty Days</u>
Explain to class that you are interested in taking an occupational trip around the world.	Students select the countries that they would like to visit.	These should be listed on the chalk- board so the students can copy their list to file for future reference. Some of the countries could be: 1. England 2. France 3. Italy 4. Spain 5. Israel 6. Greece 7. Japan 8. Mexico 9. etc.

Student committee	Students select committee to write to travel agent requesting materials on countries that they are going to visit.	Correlate this with careers such as secretary, business and travel agents.  Correlate letter writing with English.
Map work	Students designate the selected countries with a star.	Correlate this with social studies.
Plan itinerary	Locate itinerary on large wall map.	Selected places to visit should be made because of their vocational opportunities or skilled industry.
Plan Clothing for trip.	Clothing to be taken on this trip should be suitable for the climate of the place to be visited.	Various types of clothing will be needed depending on the climate
Plan details of trip.	Things the students would need to do. 1. medical record 2. visa 3. passports	Students plot their own medical record such as a doctor or nurse would do.

Students make  
their own passport  
such as the State  
Department would.  
e.g. government  
worker

Passports should  
have such information  
as medical record,  
mug shot, finger-  
print.

(careers involved)

1. typist
2. photographer
3. printing
4. medical secretary
5. etc.

Apply for  
visa to visit  
foreign countries.

This could be  
secretarial position  
such as dealing with  
the writing for visas.

Relate this to  
English. Occupations  
involved:  
1. secretarial  
2. foreign correspond  
3. etc.

Check with local people to see if someone has visited a foreign country.

Ask this person to relate his experiences to the students.

If none are available in the local community, then use a film or filmstrip concerning traveling in a foreign country.

Temperature chart

Students make a temperature chart of each country that they expect to visit. Therefore students would partially know what to take with him.

Correlate this with social studies as to average rainfall, and average temperature.

Occupations involved:

1. weather reporting
2. meteorologist
3. others

Bulletin board

Students make bulletin board of the different types of occupations which they expect to see or observe during their world trip.

Use magazines and travel folders.

Occupations would be:

1. travel agent
2. others

Develop groups according to student interest.

Group activity according to different areas involved in preparing for the world trip.

These are planning committees. Reports should be detailed.

Committees:

1. Transportation
2. Lodging
3. Food
4. Entertainment
5. Vocational Spots to visit.

Committee work

Transportation committee

Provide transportation to local airport.

Teachers should allow committees ample time for class discussion and demonstrations as it relates to many different areas of career development involved in their committee work.

Occupation to be discussed.

1. Bus Driving
2. Highway Safety
3. Maintaining Our Highways
4. Others

Purchase airline tickets to New York City.	Occupations to be discussed:
--	------------------------------

Make Tickets for each student. Determine luggage weight for each student. Seat students on the airplane. Correlate this activity with math.	<ol style="list-style-type: none"> <li>1. Ticket Agent</li> <li>2. Baggage Clerk</li> <li>3. Pilot</li> <li>4. Co Pilot</li> <li>5. Stewardess</li> <li>6. etc.</li> </ol>
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Purchase boat tickets to London, England.	Occupations to be discussed.
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Plan and make out the ticket for each student.	<ol style="list-style-type: none"> <li>1. Ticket Agent</li> <li>2. Navigator</li> <li>3. Captain</li> </ol>
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Plan room chart for students on the boat. Correlate these activities with math.	<ol style="list-style-type: none"> <li>4. Steward</li> <li>5. Maid</li> <li>6. Nurse</li> <li>7. Doctor</li> <li>8. Wireless Operator</li> <li>9. Technicians</li> <li>10. Electronic Personnel</li> <li>11. etc.</li> </ol>
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Transporta- tion in the country the students visit.	Plan a type of trans- portation as it relates to a career in each country and discuss the workers involved in each form of trans- portation.	The students could plan for a type of transportation for each country that they are to visit. Careers involved in the different types of trans- portation should be noted and dis- cussed by the stu- dents. A scrapbook showing the dif- ferent types of transportation and career involved could be made by the students.  e.g. Japan-Rickshaw  France-Monorail  Italy-Gondola  Mexico-Horse (saddle-wagon)  Egypt-Camel  This is only a random sampling of the activities the transportation com-
--	--	---



mittee could do.  
All of the transportation committees work could easily be correlated with social studies and math.

#### Food Committee

Plan eating places or food to eat while on trip, should at least plan to sample the national foods of each country visited.

Students should discuss how the food is prepared and the workers involved.

This could be done very effectively by using charts or posters made from pictures collected from magazines:

Occupations to be discussed are:

1. farmer
2. jobber
3. wholesaler
4. fisherman
5. florist(decorate tables using flowers native to foreign countries e.g.tulip-Holland)
6. Cashiers
7. Cooks

Plan menus

Plan an evening menu for each foreign country that students will visit.

8. Chefs
9. Waitress
10. Dietitian

Menu could be highlighted with a poster showing foods that are native to that foreign country. All of these committees could correlate with science and health

Occupational committee

This committee would be concerned with occupations found in each country.

This committee should list the major occupations and tools used within a country showing how they contribute to the world of work and toward the dignity of man.

e.g. England  
Scotland Yard

1. Bobbie
2. Guards

France-The Louvre

1. Paintings of world renown

Arch de Trimuph

1. Architecture
2. Landscaping

Wine Industry

1. Vineyards
2. Wine Factories

Italy-The Vatican

1. Paintings
2. Architecture

Spain-Bullfights

1. Matador

Pottery Industry

1. Designer
2. Potter

Egypt-Aswan Dam

1. Construction
2. Engineering
3. Electrical
4. Atomic Energy

Greece-Colosseum

1. Sports Stadium

Parthenon

1. Form of Government

Japan-Manufacturing

1. Clothing
2. Technical

1. Silk
  2. Tailor
- Fishing Industry
- Technology Industry
- Art Industry
- e.g. silk painting
- Mexico-Silver Industry
1. Silversmith
- Food Industry
1. Chef

Students on this committee should use pictures of each in which they would explain the different occupations and careers found in that country.

### Committee reports

Committees will report their activities as it relates to each country that was visited on an occupational trip.

This could be done through many activities.

I would suggest that the students would dress for each different occupation and present a lecture

to the class  
concerning each.

e.g.

1. papal guard could  
tell of his training  
requirements and  
occupations he  
performs as he fulfills  
his job requirements.

2. Grape Farmer  
could demonstrate  
skills used and  
needed in tending  
the grapes, preparing  
them for market and  
shipping them to  
market.

3. Others

This could be  
broken down by country

I personally  
suggest this method.

1. Should include  
maps of foreign

Class scrapbook

Students should  
compile a master  
scrapbook of their  
occupational tree.

countries with their  
places to visit marked  
off.

Show cities or places  
in which they visited.

Show occupational  
places in which they  
visited.

List types of occupations  
that they saw being  
performed in each  
place they visited.

Types of transportation  
used in traveling from one  
country to another.

A. Show occupations  
which were in-  
volved.

Show some of the  
leading places where  
they ate and slept.

A. Show occupa-  
tions which were  
involved.

Show some of the  
foreign money.

A. Methods of  
computing it

to decimal system.

B. Types of occupations involved.

8. Students make or show the outstanding arts and crafts of each country visited.

Discuss occupations involved.

9. Highlights of time.

Class skit could bring out the highlights of the trip which were studied during this unit.

Students could perform different skits as it relates to the occupational activity of the countries that they visited on their occupational vacation.

This highlighted activity should be a creativity experience for each student in the class.

I would suggest that after the students have performed it and worked out the flaws in their activity that it be video-taped

as a reference  
or inspirational  
resource activity  
which others  
could preview to  
gain insights  
into an occupational  
vacation around the  
world.

#### Vocabulary

This would depend  
entirely upon the  
teacher as to the  
countries visited.  
e.g. It would  
seem that a large  
new vocabulary could  
be expected as an  
outgrowth of this  
unit.

#### Resources

This would depend  
entirely upon the  
teacher as to the  
country or countries  
visited by the stu-



dents.

The Audio Visual Demonstration Center has many different materials pertaining to many different countries, therefore it would be a matter of selecting materials according to the country or countries which were selected to visit by the students.

Other outstanding sources of information would be:

Magazines such as; Life, Look, National Geographic and many others.

Classroom Materials

Paper

Tape

Scissors

Film Strip Projector

Record Player

Tape Recorder

Film Projector

## RESOURCE BIBLIOGRAPHY

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by

Herbert B. Holstein,  
Billy J. Burton,  
Daryle G. Elkins, and  
Thomas E. Woodall

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How Rockets Work

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Satellites and Their Work  
The Story of Flight

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The Library  
The Museum

The Planetarium  
The Public Gardens  
The Zoo

Good Health Habits. Coronet, 1968, 6 Color Filmstrips,  
3 12" Records, 33 1/3 RPM, Gr. 1-6.

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Keeping Well  
Your Clothes

Your Exercise and Posture  
Your Food  
Your Rest and Sleep

Home Services. Edu-Craft, 1966 2 Color Filmstrips,  
2 12" Records, 33 1/3 RPM, Gr. 1-3.

Dairy Product Delivery

Mail Delivery

Let's Tell Picture Stories. Coronet, 1970, 4 Color  
Filmstrips, 2 12" Records, 33 1/3 RPM, Gr. 1-3.

My Family  
My Favorite Fun

My Home  
My Neighborhood

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3 12" Records, 33 1/3 RPM, Gr. 3-12.

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The Federal Reserve System  
The Nature of Money

Reconciling Your Bank Balance  
Services Of A Bank  
Travels Of A Check

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3 12" Records, 33 1/3 RPM, Gr. 1-3.

Drug Store Workers  
Service Station Workers

Super Market Workers



The Seed Plants. Coronet, 1969, 8 Color Filmstrips,  
4 12" Records, 33 1/3 RPM, Gr. 4-9.

How Flowers make Seeds  
How They Sprout and Grow  
Leaves and Their Work  
The Major Kinds

Roots and Stems  
Seeds and Their Dispersal  
Their Adaptations  
Their Uses

Seeing The Andes Countries. Coronet, 1969, 4 Color Filmstrips,  
2 12" Records, 33 1/3 RPM, Gr. 4-12.

Farming and Fishing  
History and Culture

Industry, Mining and Trade  
Land and People

Seeing Brazil. Coronet, 1970, 4 Color Filmstrips,  
2 12" Records, 33 1/3 RPM, Gr. 4-12.

Farming and Ranching  
History and Culture

Industry and Trade  
Land and People

Seeing Central America. Coronet, 1968, 6 Color Filmstrips,  
3 12" Records, 33 1/3 RPM, Gr. 4-12.

Agriculture  
Land and Climate  
Manufacturing and Trade

The Nations  
The Panama Canal  
People and Customs

Seeing China. Coronet, 1968, 6 Color Filmstrips, 3 12"  
Records, 33 1/3 RPM, Gr. 4-12.

Agriculture  
City Life  
Education and Culture

History  
Industry and Commerce  
Land and Resources

Seeing Great Britain. Coronet, 1967, 6 Color Filmstrips,  
3 12" Records, 33 1/3 RPM, Gr. 4-12.

Agriculture and Fishing  
History and Government  
Industry and Mining

Land and Resources  
People and Traditions  
Shipping and Commerce

Seeing India. Coronet, 1968, 4 Color Filmstrips, 2 12"  
Records, 33 1/3 RPM, Gr. 4-12.

Agriculture  
Land and Climate

Manufacturing  
People and Culture

Seeing Italy. Coronet, 1968, 4 Color Filmstrips, 2 12" Records, 33 1/3 RPM, Gr. 4-12.

Agriculture  
Industry and Commerce

Land and Climate  
People and Culture

Seeing Mexico. Coronet, 1968, 6 Color Filmstrips, 3 12" Records, 33 1/3 RPM, Gr. 4-12.

Agriculture  
Industry and Commerce  
Its Culture

Its History  
Its People  
Land and Climate

Seeing Scandinavia. Coronet, 1967, 4 Color Filmstrips, 2 12" Records 33 1/3 RPM, Gr. 4-12.

Industry and Commerce  
Land and Climate

People and Culture  
Using Land and Sea

Seeing West Germany. Coronet, 1967, 4 Color Filmstrips, 2 12" Records, 33 1/3 RPM, Gr. 4-12.

Agriculture  
Industry

People and Culture  
The Land

Transportation Today. Coronet, 1969, 6 Color Filmstrips, 3 12" Records, 33 1/3 RPM, Gr. 4-9.

Air Systems  
Highway Systems  
The Methods We Use

Rail Systems  
Systems Work Together  
Water Systems

Wally, The Worker Watcher. Edu-Craft, 1968, 2 Color Filmstrips, 2 12" Records, 33 1/3 RPM, Gr. 1-3.

The Newspaper Boy

Wally the Worker Watcher

The Utility Workers. Edu-Craft, 1966, 3 Color Filmstrips, 3 12" Records, 33 1/3 RPM, Gr. 1-3.

Electrical Services  
Gas and Oil Services

Telephone Services

Sound Filmstrips (Cassettes)

The American Farmer And Our Food Supply. Eyegate, n.d.,  
9 Color Filmstrips, 5 Cassettes, Gr. 3-12.

The American Farmer  
Animals on the Farm  
Cattle Raising  
Corn for All

Dairy Farming  
Fruit Farming  
Machines on the Farm  
Truck Farming

American Folklore. Coronet, 1969, 6 Color Filmstrips,  
6 Cassettes, Gr. 3-6.

Pecos Bill  
Paul Bunyan  
Mike Fink

John Henry  
Casey Jones  
Joe Magarac

Artist At Work. The Jam Handy Organization. 1970, 5  
Color Filmstrips, 5 Cassettes. Gr. 1-12.

Ruth Leaf - Printmaker  
The Lost Wax Process  
Joe Overstreet - Soul Printer

Conrad Marca - Relli - Artist  
James Rosati - Sculptor

Foods We Eat. Coronet, 1970, 6 Color Filmstrips, 6  
Cassettes, Gr. 1-6.

Dairy Products  
Fish and Seafood  
Fruit

Grains  
Meat and Poultry  
Vegetables

Let's Explore The City. Coronet, 1970, 6 Color Film-  
strips, 6 Cassettes, Gr. 1-6.

Downtown  
A Manufacturing Area  
An Office Building

A Shopping Center  
A Warehouse Area  
The Waterfront

Neighborhoods Series. Coronet, 1967, 6 Color Filmstrips,  
6 Cassettes, Gr. 1-6.

Neighborhoods in Change  
Neighborhoods in the City  
Neighborhoods in the Country

Neighborhoods of Many Kinds  
Neighborhoods in Small Towns  
Neighborhoods in the Suburbs

Our Community Utilities. Coronet, 1969, 4 Color Filmstrips,  
4 Cassettes, Gr. 1-6.

Electricity  
Gas

The Telephone  
Water

Pioneer Community. Coronet, 1970, 6 Color Filmstrips, 6 Cassettes, Gr. 3-9.

Crafts  
Family Life  
Farm Life

Foods  
Schools and Recreation  
Work and Trade

Instruments of the Symphony Orchestra. The Jam Handy Organization. 1959. 6 Color Filmstrips, 6 12" Records, 33 1/3 R.P.M. Gr. 3-12.

Brass Instruments  
Melodious Percussion Instruments  
Percussion Instruments

String Instruments  
The Orchestra  
Woodwind Instruments

Seeing Eastern Europe. Coronet, 1970, 4 Color Filmstrips, 4 Cassettes, Gr. 3-12.

Agriculture  
Countries and Resources

Industry and Commerce  
Peoples and Cultures

Seeing The Pacific States. Coronet, 1970, 6 Color Filmstrips, 6 Cassettes, Gr. 4-12.

Agriculture and Fishing  
Industry  
Land and Climate

Natural Resources  
People and History  
Shipping and Commerce

Seeing The Rocky Mountain States. Coronet, 1971, 4 Color Filmstrips, 4 Cassettes, Gr. 4-12.

Farming and Ranching  
History and People

Land and Climate  
Mining and Industry

Traveling In And Out Of Our City. Coronet, 1969, 4 Color Filmstrips, 4 Cassettes, Gr. 1-3.

The Airport  
The Bus Station

The Harbour  
The Railroad

Trees. Coronet, 1970, 6 Color Filmstrips, 6 Cassettes, Gr. 4-9.

The Different Kinds  
Flowers, Fruits and Seeds  
How They Grow

Their Importance  
Their Products  
Their Structure

What Does Your Dad Do? The Jam Handy Organization. 1970.  
6 Color Filmstrips, 6 Cassettes. Gr. 1-3.

My Dad - The Auto Mechanic	My Dad - The Factory Worker
My Dad - The Computer Programmer	My Dad - The Photographer
My Dad - The Construction Foreman	My Dad - The Veterinarian

Where Does It Come From? Imperial Film Company, Inc., 1970.  
4 Color Filmstrips, 4 Cassettes. Gr. 1-6.

Where Do We Get Our Bread?	Where Do We Get Our Milk?
Where Do We Get Our Lumber?	Where Do We Get Our Paper?

Filmstrips

Agriculture. America At Work. Eyegate. Color. Gr. 1-6.

Air Cargo Service. Imperial Film Company. Color. Gr. 1-3.

Air Passenger Service. Imperial Film Company. Color.  
Gr. 1-3.

Air Safety. Imperial Film Company. Color. Gr. 1-3.

An Airplane Trip. The Jam Handy Organization. 40 Frame.  
Color. Gr. 1-3.

Airplanes. The Jam Handy Organization, 1957. 40 Frames.  
Color. Gr. 1-3.

Airport Workers. Imperial Film Company. Color. Gr. 1-3.

The Automobile Service Station. Some Neighborhood Helpers.  
Eyegate. Color. Gr. 1-6.

Automobiles for Millions. America At Work. Eyegate.  
Color. Gr. 1-6.

The Baker. Our Neighborhood Workers. Eyegate. Color.  
Gr. 1-6.

The Banker. Our Neighborhood Workers. Eyegate. Color.  
Gr. 1-6.

Boats and Ships. The Jam Handy Organization, 1957. 40  
Frames. Color. Gr. 1-3.

Building For The Millions. America At Work. Eyegate.  
Color. Gr. 1-6.

Building the Foundation. The Story of Building A House.  
Eyegate. Color. Gr. 1-6.

Building the Frame of the House. The Story Of Building A  
House. Eyegate. Color. Gr. 1-6.

Buses. The Jam Handy Organization, 1957. 40 Frames.  
Color. Gr. 1-3.

The Butcher. Our Neighborhood Workers. Eyegate. Color.  
Gr. 1-6.



Coal Mining. America At Work. Eyegate. Color. Gr. 1-6.

Commercial Fishing. America At Work. Eyegate. Color. Gr. 1-6.

The Community Airport. Imperial Film Company. Color. Gr. 1-3.

Completing the Inside of the House. The Story of Building A House. Eyegate. Color. Gr. 1-6.

Completing the Outside of the House. The Story of Building A House. Eyegate. Color. Gr. 1-6.

A Day With Your Family. SVE. 37 Fr., Color. Gr. 1-3.

Education and the Teacher. Workers For The Public Welfare. Eyegate. Color. Gr. 1-6.

Excavating the Cellar. The Story of Building A House. Eyegate. Color. Gr. 1-6.

Fire and Fire Fighters. Workers For The Public Welfare. Eyegate. Color. Gr. 1-6.

The Fire House. Curriculum Filmstrips. 40 frames. Color. Gr. 1-3.

Firemen At Work. Curriculum Filmstrips. 40 Frames. Color. Gr. 1-3.

The Freight Train. The Jam Handy Organization, 1957. 40 Frames. Color. Gr. 1-3.

The Fruit and Vegetable Store. Our Neighborhood Workers. Eyegate. Color. Gr. 1-6.

Further Installations. The Story of Building A House. Eyegate. Color. Gr. 1-6.

Gas, Electric, Plumbing and Other Installations. The Story Of Building A House. Eyegate. Color. Gr. 1-6.

Hook and Ladder, Fire Department Story. Troll Associates. Color. Gr. 1-3.

The House is Built. The Story Of Building A House. Eyegate. Color. Gr. 1-6.

How America is Clothed. America At Work. Eyegate. Color. Gr. 1-6.

How It Started. The Story of Building A House. Eyegate.  
Color. Gr. 1-6.

How To Read A Newspaper. Troll Associates. Color. Gr. 1-3.

Iron and Steel. America At Work. Eyegate. Color. Gr. 1-6.

Larry Helps The Police. Curriculum Filmstrips. 40 Frames.  
Color. Gr. 1-3.

The Library and the Librarian. Workers For The Public  
Welfare. Eyegate. Color. Gr. 1-6.

Lumbering. America At Work. Eyegate. Color. Gr. 1-6.

Maple Syrup. The Jam Handy Organization, 1968. 40 Frames.  
Color. Gr. 1-6.

Men In Blue. Policemen In Action. Troll Associates. Color.  
Gr. 1-3.

The Metropolitan Airport. Imperial Film Company. Color.  
Gr. 1-3.

My Dad Is A Carpenter. Imperial Film Company. Color. Gr. 1.

My Dad Is A Moving Man. Imperial Film Company. Color. Gr. 1.

My Dad Works In A Factory. Imperial Film Company. Color.  
Gr. 1.

My Dad Works In A Shoe Store. Imperial Film Company. Color.  
Gr. 1.

My Dad Works In A Supermarket. Imperial Film Company. Color.  
Gr. 1.

My Mother Is A Dental Assistant. Imperial Film Company.  
Color. Gr. 1.

My Mother Is A Waitress. Imperial Film Company. Color. Gr. 1.

My Mother Works At Home. Imperial Film Company. Color. Gr. 1.

My Mother Works In A Bank. Imperial Film Company. Color.  
Gr. 1.

My Mother Works In A Drug Store. Imperial Film Company. Color.  
Gr. 1.



How It Started. The Story of Building A House. Eyegate.  
Color. Gr. 1-6.

How To Read A Newspaper. Troll Associates. Color. Gr. 1-3.

Iron and Steel. America At Work. Eyegate. Color. Gr. 1-6.

Larry Helps The Police. Curriculum Filmstrips. 40 Frames.  
Color. Gr. 1-3.

The Library and the Librarian. Workers For The Public  
Welfare. Eyegate. Color. Gr. 1-6.

Lumbering. America At Work. Eyegate. Color. Gr. 1-6.

Maple Syrup. The Jam Handy Organization, 1968. 40 Frames.  
Color. Gr. 1-6.

Men In Blue, Policemen In Action. Troll Associates. Color.  
Gr. 1-3.

The Metropolitan Airport. Imperial Film Company. Color.  
Gr. 1-3.

My Dad Is A Carpenter. Imperial Film Company. Color. Gr. 1.

My Dad Is A Moving Man. Imperial Film Company. Color. Gr. 1.

My Dad Works In A Factory. Imperial Film Company. Color.  
Gr. 1.

My Dad Works In A Shoe Store. Imperial Film Company. Color.  
Gr. 1.

My Dad Works In A Supermarket. Imperial Film Company. Color.  
Gr. 1.

My Mother Is A Dental Assistant. Imperial Film Company.  
Color. Gr. 1.

My Mother Is A Waitress. Imperial Film Company. Color. Gr. 1.

My Mother Works At Home. Imperial Film Company. Color. Gr. 1.

My Mother Works In A Bank. Imperial Film Company. Color.  
Gr. 1.

My Mother Works In A Drug Store. Imperial Film Company. Color.  
Gr. 1.

My Mother Works In A Office. Imperial Film Company. Color.  
Gr. 1.

The Motion Picture. America At Work. Eyegate. Color.  
Gr. 1-6.

The Neighborhood Barber. Some Neighborhood Helpers. Eyegate.  
Color. Gr. 1-6.

The Neighborhood Beautician. Some Neighborhood Helpers.  
Eyegate. Color. Gr. 1-6.

The Neighborhood Doctor. Some Neighborhood Helpers. Eyegate.  
Color. Gr. 1-6.

The Neighborhood Fish Store. Some Neighborhood Helpers.  
Eyegate. Color. Gr. 1-6.

The Neighborhood Newspaper Store. Some Neighborhood Helpers.  
Eyegate. Color. Gr. 1-6.

The Neighborhood Nurse. Some Neighborhood Workers. Eyegate.  
Color. Gr. 1-6.

The Neighborhood Optometrist. Some Neighborhood Workers.  
Eyegate. Color. Gr. 1-6.

The Neighborhood Pharmacist. Some Neighborhood Workers.  
Eyegate. Color. Gr. 1-6.

Newspaper - Covering The News. The Jam Handy Organization,  
1956. 40 Frames. Color. Gr. 3-12.

Newspaper - Editing The Copy. The Jam Handy Organization,  
1956. 40 Frames. Color. Gr. 3-12.

Newspaper - Finding Feature Material. The Jam Handy Organi-  
zation, 1956. 40 Frames. Color. Gr. 3-12.

Newspaper - Organizing A Staff. The Jam Handy Organization,  
1956. 40 Frames. Color. Gr. 3-12.

Newspaper - Planning The Layout. The Jam Handy Organization,  
1956. 40 Frames. Color. Gr. 3-12.

Oldest In The Class....My Teacher. Troll Associates. Color.  
Gr. 1-3.

Our Neighborhood Laundry. Our Neighborhood Workers. Eyegate.  
Color. Gr. 1-6.

The Passenger Train. The Jam Handy Organization, 1957.  
40 Frames. Color. Gr. 1-3.

Police and Police Protection. Workers For The Public  
Welfare. Eyegate. Color. Gr. 1-6.

Policemen At Work. Curriculum Filmstrips. 40 Frames. Color.  
Gr. 1-3.

The Post Office and Postal Workers. Workers For The Public  
Welfare. Eyegate. Color. Gr. 1-6.

Post Office Workers. Curriculum Filmstrips. 40 Frames.  
Color. Gr. 1-3.

Recreation, Park and Playground Workers. Workers For The  
Public Welfare. Eyegate. Color. Gr. 1-6.

Sanitation and the Sanitation Workers. Workers For The  
Public Welfare. Eyegate. Color. Gr. 1-6.

The Shoemaker. Our Neighborhood Workers. Eyegate. Color.  
Gr. 1-6.

Shopping For Groceries. The Jam Handy Organization. 40  
Frames. Color. Gr. 1-3.

Social Service and the Social Worker. Workers For The  
Public Welfare. Eyegate. Color. Gr. 1-6.

Special Delivery, Story Of Our Post Office. Troll Associates.  
Color. Gr. 1-3.

The Tailor. Our Neighborhood Workers. Eyegate. Color.  
Gr. 1-6.

Taking A Trip With A Book. Troll Associates. Color.  
Gr. 1-3.

Transportation and Transportation Workers. Workers For The  
Public Welfare. Eyegate. Color. Gr. 1-6.

Trucks. The Jam Handy Organization, 1957. 40 Frames. Color.  
Gr. 1-3.

A Visit To The Dentist. The Jam Handy Organization. 40  
Frames. Color. Gr. 1-3.

A Visit To The Library. Troll Associates. Color. Gr. 1-3.

The Watchmaker and Jeweler. Our Neighborhood Workers.  
Eyegate. Color. Gr. 1-6.

What A Doctor Sees When He Looks At You. Troll Associates.  
Color. Gr. 1-3.

What Are Job Families. SVE. Color. Gr. 1-6.

What Do You Like To Do. SVE. Color. Gr. 1-6.

What Good Is School. SVE. Color. Gr. 1-6.

What Is A Family. SVE. Color. Gr. 1-6.

What Is A Family. SVE. 45 Fr., Color. Gr. 1-3.

What Is A Job. SVE. Color. Gr. 1-6.

Who Are You. SVE. Color. Gr. 1-6.

Workers For Health. Curriculum Filmstrips. 40 Frames.  
Color. Gr. 1-3.

Yearbook - Planning and Production. Curriculum Filmstrips.  
40 Frames. Color. Gr. 1-3.

Cassettes

About Colleges and Universities. Planning Beyond High School.  
H. Wilson Corporation, 1968. Grades 7-12.

Accountant. Imperial International Learning, 1967.

Advertising. Classroom World Productions, Inc., n.d.

Advertising. Imperial International Learning, 1967.

Agriculture. Classroom World Productions, Inc., n.d.

Air Conditioning and Refrigeration. Classroom World Productions, Inc., n.d.

Appliance Serviceman. Imperial International Learning, 1967.

Architect. Imperial International Learning, 1967.

Architecture. Classroom World Productions, Inc., n.d.

Assembler. Imperial International Learning. 1967.

Auto Mechanic. Imperial International Learning. 1967.

Beauty Culture. Classroom World Productions, Inc., n.d.

Biologist. Imperial International Learning. 1967.

Bookkeeper, Travel Agent. Exploring the World of Work.  
H. Wilson Corporation, 1968. Grades 4-12.

Broadcasting. Classroom World Productions, Inc., n.d.

Careers in the Military Service. Planning Beyond High School.  
H. Wilson Corporation, 1968. Grades 7-12

Carpenter. Imperial International Learning. 1967.

Chemist. Imperial International Learning. 1967.

Clerical Interest Occupations, Secretary. Exploring the World of Work. H. Wilson Corporation, 1968. Grades 4-12.

Commercial Artist. Exploring the World of Work. H. Wilson Corporation, 1968. Grades 4-12.

Commercial Photographer. Imperial International Learning. 1967.

The Community and Junior Colleges. Planning Beyond High School. H. Wilson Corporation, 1968. Grades 7-12.

Computers. Classroom World Productions, Inc., n.d.

Construction, Production Managers. Exploring the World of Work. H. Wilson Corporation, 1968. Grades 4-12.

Cosmetologist. Imperial International Learning, 1967.

Counselor. Imperial International Learning, 1967.

Dental Hygienist. Imperial International Learning, 1967.

Dental Technician. Imperial International Learning, 1967.

Draftsman. Imperial International Learning, 1967.

Education. Classroom World Productions, Inc., n.d.

Education as a Continuing Process. Planning Beyond High School. H. Wilson Corporation, 1968. Grades 7-12.

Electrician. Imperial International Learning, 1967.

Electronic Technician. Imperial International Learning, 1967.

Elementary Teacher. Imperial International Learning, 1967.

Engineering. Classroom World Productions, Inc., n.d.

Extension, Evening Correspondence and Workshop Study. Planning Beyond High School. H. Wilson Corporation, 1968. Grades 7-12.

Food Production. Classroom World Productions, Inc., n.d.

Getting a Job - Now. Planning Beyond High School. H. Wilson Corporation, 1968. Grades 7-12.

Grocery Store Clerk. Imperial International Learning, 1967.

Health Careers. Classroom World Productions, Inc., n.d.

Heavy Machine Operator. Imperial International Learning, 1967.

Hotel - Motel. Classroom World Productions, Inc., n.d.

Insurance Broker. Imperial International Learning, 1967.

Introducing the World of Work, 40,000 Occupations, Planning. Exploring the World of Work. H. Wilson Corporation, 1968. Grades 4-12.

Johnny Visits The Farm. Classroom World Productions. n.d.



Landscaping and Nursery Business. Classroom World Productions, Inc., n.d.

Laundry Routeman. Imperial International Learning, 1967.

Law. Classroom World Productions, Inc., n.d.

Lawyer. Imperial International Learning, 1967.

Librarian. Imperial International Learning, 1967.

Librarian, Musician. Exploring the World Of Work. H. Wilson Corporation, 1968. Grades 4-12.

Literary / Musical Occupations, Writers. Exploring the World of Work. H. Wilson Corporation, 1968. Grades 4-12.

Local Truck Driver. Imperial International Learning, 1967.

Machinist. Imperial International Learning, 1967.

Mechanical Interest Occupations, Engineers. Exploring the World of Work. H. Wilson Corporation, 1968. Grades 4-12.

Medical Technician. Imperial International Learning, 1967.

Medical X-ray Technician. Imperial International Learning, 1967.

Musician. Imperial International Learning, 1967.

Nurse, Practical. Imperial International Learning, 1967.

Nurse, Registered. Imperial International Learning, 1967.

Oceanography. Classroom World Productions, Inc., n.d.

Our Friend The Policeman. Classroom World Productions, Inc., n.d.

Photography. Classroom World Productions, Inc., n.d.

Physician. Imperial International Learning, 1967.

Pilot, Co-pilot. Imperial International Learning, 1967.

Plumber - Pipefitter. Imperial International Learning, 1967.

Policeman. Imperial International Learning, 1967.

Printer. Imperial International Learning, 1967.

Printing and Engraving. Classroom World Productions, Inc., n.d.  
Programmer. Imperial International Learning, 1967.  
Public Relations. Imperial International Learning, 1967.  
Real Estate Broker. Imperial International Learning, 1967.  
Rental Saleswoman. Imperial International Learning, 1967.  
Repair Service. Classroom World Productions, Inc., n.d.  
The Restaurant Business. Classroom World Productions, Inc., n.c  
Scientific Research. Classroom World Productions, Inc., n.d.  
Secondary Teacher. Imperial International Learning, 1967.  
Secretarial Careers. Classroom World Productions, Inc., n.d.  
Secretary. Imperial International Learning, 1967.  
Selling. Classroom World Productions, Inc., n.d.  
Social Work. Classroom World Productions, Inc., n.d.  
Social Worker. Imperial International Learning, 1967.  
Stationary Engineer. Imperial International Learning, 1967.  
Stewardess, Airline. Imperial International Learning, 1967.  
Switchboard Operator. Imperial International Learning, 1967.  
Technical Writer. Imperial International Learning, 1967.  
Tool and Die Maker. Imperial International Learning, 1967.  
Transportation. Classroom World Productions, Inc., n.d.  
TV and Radio Serviceman. Imperial International Learning, 1967.



Kits

Addition: Dollars and Cents. Wollensak Teaching Tape, 3 M Company, 1968.

Bendable White Family. Creative Playthings. Gr. 1.

Bussiness Coal. Wollensak Teaching Tape, 3 M Company, 1968.

Business: How It Works. Wollensak Teaching Tape, 3 M Company, 1968.

Carpenter's Kit of Robust Tools. Thomas Salter Limited. Gr. 1.

Cash Register - Push Button. Tom Thumb. Gr. 1-3.

The Classification Game. Instructo Products Company, 1966.  
Gr. 1-3.

Creative Playthings - Stethoscope. Creative Playthings. Gr. 1.

Ecology - Poster Cards. Milton Bradley Company. Gr. 1-6.

Family Tree Mobile. Galt Toys. Gr. 1.

The Fireman and His Work. Wollensak Teaching Tape, 3 M Company, 1968.

How Much Change? Wollensak Teaching Tape, 3 M Company, 1968.

How To Get A Job. Wollensak Teaching Tape, 3 M Company, 1968.

Job Experience Kits. Science Research Associates, 1970.

Job Preparation A.D./Job Application. Self-Development, Inc.  
Computer Presentation Skill Pack, 1969.

Job Preparation A.D./On The Job. Self-Development, Inc.  
Computer Presentation Skill Pack, 1969.

Job Preparation A.D./Preparation for Interviews. Self-Development, Inc.  
Computer Presentation Skill Pack, 1969.

Let's Learn About Banking. Wollensak Teaching Tape, 3 M Company, 1968.

Let's Meet The Doctor. Wollensak Teaching Tape, 3 M Company, 1968.

Let's Meet The Nurse. Wollensak Teaching Tape, 3 M Company, 1968.

Let's Meet The Teacher. Wollensak Teaching Tape, 3 M Company, 1968.

Money - A Training Aid. Grove Tex Industries. Gr. 1-6.

My Father Works. Wollensak Teaching Tape, 3 M Company, 1968.

Our Town - Creative Playthings. Gr. 1-3.

Picture Story Study Prints - A Family At Work And Play. SVE.

Picture Story Study Prints - Dairy Helpers. SVE. Gr. 1-6.

Picture Story Study Prints - Fire Department Helpers. SVE.  
Gr. 1-6.

Picture Story Study Prints - Hospital Helpers. SVE. Gr. 1-6.

Picture Story Study Prints - How People Travel In The City.  
SVE. Gr. 1-6.

Picture Story Study Prints - Moving Goods for People In The City. SVE. Gr. 1-6.

Picture Story Study Prints - Neighborhood Friends and Helpers.  
SVE. Gr. 1-6.

Picture Story Study Prints - Police Department Helpers. SVE.  
Gr. 1-6.

Picture Story Study Prints - Postal Helpers. SVE. Gr. 1-6.

Picture Story Study Prints - School Friends And Helpers. SVE.  
Gr. 1-6.

Picture Story Study Prints - Supermarket Helpers. SVE.  
Gr. 1-6.

Playtrays - The Currency Card Set. The Judy Company. Gr. 1-3.

The Policeman and His Work. Wollensak Teaching Tape, 3 M Company, 1968.

Puppets - Community Worker Set. Hazelle, Inc. Gr. 1.

Puppets - Family Set. Hazelle, Inc. Gr. 1.

Recognition of Coins and Dollars. Wollensak Teaching Tape,  
3 M Company, 1968.

The Sesame Street Learning Kit. General Learning Corporation.  
Gr. 1.

Story Set--Judy's Friends. The Judy Company. Gr. 1.

Story Set--Community Helpers. The Judy Company. Gr. 1.

Subtraction: Dollars and Cents. Wollensak Teaching Tape, 3 M Company, 1968.

Understanding Money Values. Wollensak Teaching Tape, 3 M Company, 1968.

Urban Living - Poster Cards. Milton Bradley Company. Gr. 1-3.

Using What You Know. Wollensak Teaching Tape, 3 M Company, 1968.

Work - Widening Occupational Roles Kit. Science Research Associates, 1956.

Puzzles

- Airplane. The Judy Company. Deluxe Series, Color. Gr. 1.
- Airplane. The Judy Company. Deluxe Series, Color. Gr. 1-3.
- Airplane. The Judy Company. Senior Series, Color. Gr. 1-3.
- Astronaut. The Judy Company. Deluxe Series, Color. Gr. 1-3.
- Barber. The Judy Company. Deluxe Series, Color. Gr. 1-3.
- Barn. The Judy Company. Deluxe Series, Color. Gr. 1-3.
- Boat. The Judy Company. Senior Series, Color. Gr. 1-3.
- Building A House. The Judy Company. Series 12, Color. Gr. 1.
- Bus. The Judy Company. Deluxe Series, Color. Gr. 1.
- Bus. The Judy Company. Deluxe Series, Color. Gr. 1-3.
- Bus. The Judy Company. Senior Series, Color. Gr. 1-3.
- Business Man. The Judy Company. Deluxe Series, Color. Gr. 1-3.
- Car. The Judy Company. Deluxe Series, Color. Gr. 1.
- Car. The Judy Company. Deluxe Series, Color. Gr. 1-3.
- Circus. The Judy Company. Senior Series, Color. Gr. 1-3.
- Construction Worker. The Judy Company. Deluxe Series, Color. Gr. 1-3.
- Delivery Truck. The Judy Company. Deluxe Series, Color. Gr. 1-3.
- Dentist. The Judy Company. Deluxe Series. Color. Gr. 1-3.
- Diesel Locomotive. The Judy Company. Deluxe Series, Color Gr. 1-3.
- Doctor. The Judy Company. Deluxe Series. Color. Gr. 1-3.
- Farm. The Judy Company. Senior Series, Color. Gr. 1-3.
- Farmer. The Judy Company. Deluxe Series. Color. Gr. 1-3.
- Fire Engine. The Judy Company. Deluxe Series. Color. Gr. 1-3.

Fire Engine. The Judy Company. Senior Series, Color.  
Gr. 1-3.

Fireman. The Judy Company. Deluxe Series. Color. Gr. 1-3.

Going Shopping. The Judy Company. Series 12, Color.  
Gr. 1-3.

Grocery Shopping. The Judy Company. Series 12, Color.  
Gr. 1-3.

Helicopter. The Judy Company. Deluxe Series. Color.  
Gr. 1-3.

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